



Inclusive Education in India: An Overview

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ABSTRACT

India born in the world map on 15th August, 1947, there are boundless differences in language and opinion in different part of India. Despite so many, people of different religion like Hindu, Muslim, Sikh, Buddhist, Jain, Persian, etc are living together in harmony. So it can be said Indian society is more naturally inclusive than segregation in nature. Inclusive education involves changing culture of traditional education system. Inclusive education is a new approach towards educating the children with disability and learning difficulties with that of normal ones with in the same roof of mainstream school. Inclusive education is education ALL (Zero rejection) students irrespective of caste, creed, race, economy, religion, gender etc under a same roof with the same value and equal respect and mutual trust and collaborative environment. Basically this study focuses on the concept of inclusive education. Here the investigator used various secondary sources of data like- books, e-books, journal, article, and website, report of various organization, internet, blogs and written documents for meaningful discussion. The present study may be fruitful for both teacher and students that application of inclusive education in modern education a worthwhile effort that give the numerous advantages.

Keywords: *Inclusive Education, Integrative Education, Special Education.*

INTRODUCTION

“NANA BHASHA NANA MAT MANA PARIDHAN
BIDHIR MAJHE DEKHO MILON MAHAN”

-Rabindranath Tagore

The first two lines above show that India is among the most stunning nations in all of Asia. India has the second-highest population in the entire planet. India is known for its diversity. India is the most populous democracy in the world and a place of many different cultures, religions, regions, languages, castes, classes, and ethnicities. Individual differences in multiple factors—such as psychologically—skill, capacity, ability, communication, and learning style—have been recognised. The core tenet is that despite variations and variety, humans are fundamentally similar and need to be treated equally. In order to attain equity, practices should also differ. Restriction placed on a person because of differences in their social, cultural, physical, intellectual, and behavioural traits. This is both unnatural and undemocratic. Segregation violates the natural law. The wind never says no to anyone on our planet, and the sun has no restrictions on how much heat and light he may provide. All of nature's inhabitants have an equal chance to



reach their full potential without any bias. Citizens in a democratic nation are given equality of opportunity. According to article 21a of the Indian Constitution, children's fundamental rights include the right to education. Because every child is a concern for the country. They will eventually become citizens of the nation. Every citizen must contribute to the development of the country. The wellbeing, accomplishment, contribution, security, and success of all children are important to this country. A system of education that gives all students an equal chance to receive an education has been supported by all current educational programmes and policies. One of the most recent initiatives toward accomplishing this goal is the Right of Children to Free and Compulsory Education Act (RTE Act 2009).

"The problems is not to wipe out the differences but how to unite with the differences intact"

-Rabindranath Tagore

REVIEWS OF RELATED LITERATURE

There are quite a few studies regarding Inclusive education and its importance. Researchers have reviewed on this topic from variety of secondary sources like- books, e-books, journal, article, websites, report of various organization, internet, blogs, and written documents. Various researches works on collaborative learning done by various researchers in the past give us actual picture about the present study. For example, Patel, J.V. (2015). Conducted a study on the title "Inclusive Education in India: Interpretation, Implementation and Issues", Singh, J.D. (2016). Conducted a research on "Inclusive Education in India-Concept, Need and Challenges", Walsh, M. (2017). Conducted a study on "The Inclusion of Students with Special Needs in the General Education Classroom" but all these study clearly depict that the various concept of inclusive education and its important multidimensional role in the modern education system.

OBJECTIVES OF THE STUDY

The objectives of the study are:

- I. To Understand the Basic Concept of Inclusive Education.
- II. To Understand the Objectives of Inclusive Education.
- III. To Know the Principles of Inclusive Education
- IV. To Know The Evaluation of the Philosophy of Inclusive Education: Special Education, Integrative Education, and Inclusive Education.

METHODOLOGY OF THE STUDY

This study was qualitative and pure theoretical research work. Secondary data analysis method was used by the researchers. Therefore methodologies used are secondary data analysis. This research work mainly based on secondary source of information like books, e-books, journal, article, websites, report of various organization, internet, blogs, written documents.

DELIMITATION OF THE STUDY

The study has following delimitations:

- This study is purely theoretical and only qualitative in nature.
- Researcher used only secondary data for this study.

- This study indicates only some aspect of inclusive education lack of time.

ANALYSIS AND DISCUSSION

Basic Conceptual View of Inclusive Education

Inclusive Education: what it is not and what it is

❖ *What it is not inclusive education?*

21st century in India NEP 2020 aims to ensure that no child loses any opportunity to learn and excel because of the circumstances of birth or background. Special emphasis will be given on Socially and Economically Disadvantaged Groups (SEDGs) which include: gender identities (particularly female and transgender individuals), socio-cultural identities (such as Scheduled Castes, Scheduled Tribes, OBCs, and minorities), geographical identities (such as students from villages, small towns, and aspirational districts), disabilities (including learning disabilities), 5 5 and socio-economic conditions (such as migrant communities, low income households, children in vulnerable situations, victims of or children of victims of trafficking, orphans including child beggars in urban areas, and the urban poor). A separate Gender Inclusion fund will be created as also Special Education Zones for disadvantaged regions and groups. Children with disabilities will be enabled to fully participate in the regular schooling process from the foundational stage to higher education. Recruitment of special educators with cross-disability training, and establishment of resource centres, wherever needed, especially for children with severe or multiple disabilities will be supported. Schools and school complexes will be supported for providing all children with disabilities accommodations and support mechanisms tailored to suit their needs and to ensure their full participation in the classroom. Assistive devices and appropriate technology-based tools, will be made available to help children with disabilities integrate more easily into classrooms and engage with teachers and their peers. Every State/District will be encouraged to establish “Bal Bhavans” as a special daytime boarding school, to participate in art-related, career-related, and play related activities. The unutilized capacity of school infrastructure will be used to promote social, intellectual, and volunteer activities for the community and to promote social cohesion during non-teaching / schooling hours and may be used as a “Samajik Chetna Kendra”.

Inclusion is one of the major challenges facing education system around the world. Inclusive education is often misunderstood as a concept that applies only to children with disabilities. Inclusive education is a more than the concept of including the children with disability in normal classroom; it is a approach to accept diversity in same roof. Inclusive education is not only towards educating the children with disability but the concept of inclusive education is much border, which is discuss below.

What is inclusive education?





Inclusive education is an umbrella term and it is a new approach where given to every child equal value and respect and there is no discrimination (zero rejection) and all children enjoy supportive, respectful, barrier less, child centric, collaborative common learning environment. Inclusive education is education ALL (Zero rejection) students irrespective of caste, creed, race, economy, religion, gender etc under a same roof with the same value and equal respect and mutual trust and collaborative environment. Inclusive education involves changing culture of traditional education system it is focused on the restructuring of school to accept and provide for the needs of all students. Inclusive education is defined as a process of addressing the diverse needs of all learners by reducing barrier to and within the common learning environment. It is an education setting where from different background (remote or nomadic populations, immigrants, children belonging to ethnic, street working children, children with disability or gifted children, linguistic or cultural minorities from other disadvantage or marginalized groups) have right to belong to mainstream society to mainstream development and to mainstream education. In other word inclusive education is a pedagogy where successful educating all children and give all children's right to education is a human right(Providing equal opportunities in access, participation and learning) and foundation for social justices. The ultimate aim of inclusive education is to create a more just society where all children's diversity and differences respected, acknowledge and celebrated and to create diversity and friendly society. At last it can be said it isa good education for all children.

According to NCFTE 2009 Inclusive education refers to philosophical position as well as an arrangement of institutional facilities and processes. This to ensure access and condition of success in education for everybody, including those in the margin, either with learning difficulties because of physical or mental disabilities or because of their social position.

Inclusive education lays the foundation to an inclusive society accepting, respecting and celebrating diversity. (MHRD,2005). The Right of Person with Disability Act 2016 defines inclusive education by emphasizing on the condition that all students (except severe cases)should learn together in a same Scholl and teaching there should be appropriately adopted to meet the need of different types of special students.(MHRD, 2003) Inclusive education means all learners, young people with or without disabilities being able to learn together in ordinary preschool provisions, school and community educational setting with appropriate network or support services.

AT A GALANCE: INCLUSIVE EDUCATION
Oppress all kind of labeling
Flexible
Emphasis on child centered learning
Respond to diversity
Zero Rejection
Reduce exclusion
Respect need of all children



Emphasize on individual difference
Emphasize on mutual relation
Emphasize on collaboration
Individualized teaching
Holistic
Learn together to common education provision
Equitable Education for all
Equal value and respect
No participation limitation
Under same roof and ensure access
Common learning environment
Remove barriers or obstacle
Diversity friendly
Development of more just Society

OBJECTIVES OF INCLUSIVE EDUCATION

The main objectives of inclusive education are:

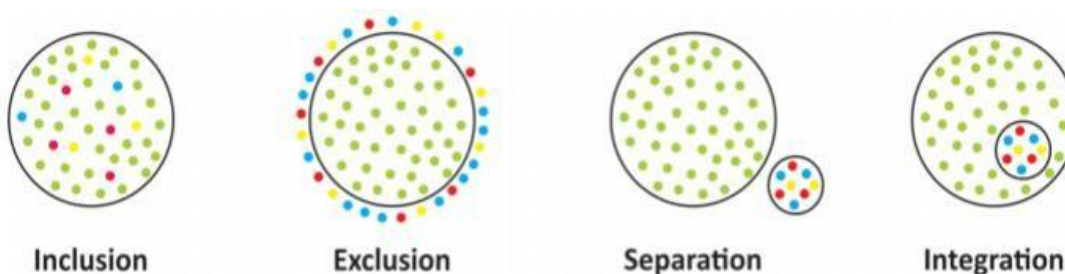
- ***To Ensure the Rules of Education for All:*** Ensuring the right to education of every person irrespective of race, religion, caste, economy, ability or disability.
- ***To create an equitable and just Society:*** One of the main goals of inclusive is to create an egalitarian and equitable society where there will be no stratification and everyone will be treated equally.
- ***To give protection of right:*** In inclusive education every child feels free, safe and secure.
- ***To improve quality of education:*** Inclusive education is about ensuring access to quality education for all students by effectively meeting their diverse needs in a way that is responsive, accepting, respectful and supportive.
- ***Development of brotherhood:*** Development of sense of brotherhood is a key objective of inclusive education. In inclusive education environment all children's learn together with supportive and collaboration among each other and feel sense of belongingness.
- ***To develop cultural harmony among learners:*** In inclusive education setting different background's students learn together in a common learning setup as result cultural harmony build among students.
- Development of social consciousness among learners.
- Minimizing all forms of exclusion.
- Forecasting mutual relationship between school and community
- To create inclusive attitude among students.
- To fulfill constitutional responsibility.
- For achieving universalization of education.
- Development of healthy citizenship.

PRINCIPALS OF INCLUSIVE EDUCATION

Inclusive education based on the following principles

- ❖ **Individual differences:** Inter and intra individual differences among students cater and respect by teacher. The teacher must identify various differences of learners and arrange different kind of special requirement on the basis of students characteristics and also offer ways of remedial or interventional services.
- ❖ **Zero Rejection:** All children's irrespective of their caste, creed, religion, gender, economy, ability, disability, remote or nomadic populations, immigrants, children belonging to ethnic, street working children, children with disability or gifted children, linguistic or cultural minorities from other disadvantage or marginalized groups are accept in a regular classroom.
- ❖ **Nondiscriminatory Evaluation:** Students with special needs must be clearly identified by the teacher to ensure that they receive appropriate service in regular classroom setting.
- ❖ **Least Restrictive Environment:** The regular classroom should provide the least restrictive environment to all children especially to children's with special needs such as physically challenged and speech, hearing or visually impaired.

The Evaluation of the Philosophy of Inclusive Education: Special Education, Integrative Education, Inclusive Education



SPECIAL EDUCATION

Special education is instruction that design to meet the unique needs of a child with a disability. Special education system is a separate system of education for disabled children outside the mainstream education. Special education based on the assumption that children with disability had some special need that cannot be met in mainstream school. India was evolved in the 1880s, special schools are generally organized to different disabled categories. Special education provides security, support, respect, and caring, supportive environment to specialneeded children. Special education design to ensure and provided with an environment that help them to educate effectively that students with disabilities. In special education process systematically, individualized planned and monitor teaching learning materials and equipment are arranged and emphasis on the fulfilment of special students individual special need.

Main objective: Emphasis on special needs a child with a disability and arranged separate system of education for disabled children outside the mainstream education.



INTEGRATIVE EDUCATION

Integrated education emphasizes placement of children with disability in mainstream school. The major thrust is on attendance. Child is a problem in integrated education. In other words in integrated education child is seen as a problem not the system. Integrated education can be a stepping stone of inclusive education. National Policy of Education 1986 recommended equal opportunity not only for access but also for success.

Main objective: To integrate disabled children in mainstream school. So, disabled children don't feel they are disabled and not suffer in inferiority complex. They enjoy normal education setting.

INCLUSIVE EDUCATION

Inclusive education is much more than special education and integrated education. Inclusive education is a new approach towards educating the children with disability and learning difficulties with that of normal ones within the same roof. Inclusive education is education ALL (Zero rejection) students irrespective of caste, creed, race, economy, religion, gender etc under a same roof with the same value and equal respect and mutual trust and collaborative environment. Inclusive education is defined as a process of addressing the diverse needs of all learners by reducing barrier to and within the common learning environment. It is an education setting where from different background (remote or nomadic populations, immigrants, children belonging to ethnic, street working children, children with disability or gifted children, linguistic or cultural minorities from other disadvantage or marginalized groups) have right to belong to mainstream society to mainstream development and to mainstream education.

Main objective: Education for all (zero rejection) children irrespective of any types of disability under a same roof without any discrimination and give equal value and respect of all children's needs.

CONCLUSION

From above discussion researcher concluded that inclusive education is a new approach where given to every child equal value and respect and there is no discrimination (zero rejection) and all children enjoy supportive, respectful, barrier less, child centric, collaborative common learning environment. Inclusive education is education for ALL (Zero rejection) students irrespective of caste, creed, race, economy, religion, gender etc under a same roof with the same value and equal respect and mutual trust and collaborative environment. The ultimate aim of inclusive education is to create a more just society where all children's diversity and differences respected, acknowledge and celebrated and to create diversity and friendly society. At last it can be said it is a good education for all children.

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